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Regis

ROUNDUP

MAGAZINE



Winter 1958

VOLUME V
NO. 1

EDUCATION AND DEFENSE

A steady voice in the current frenzied babble about what to do in education was offered recently by the 28 Jesuit college and university presidents. At a meeting at Georgetown University in January, they issued a joint statement on the Current Role of Jesuit Education. The Cincinnati Enquirer endorsed their stand in the following article, reprinted in full:

There are different kinds of panic. There is the flaming sort that sweeps through a crowd and makes it a mob. And there is the creeping kind that causes people gradually, almost imperceptibly, to change their values—not from observation and reason, but from fear. We Americans need to be careful, just now, that we do not panic with respect to our educational system.

There is a strong and entirely valid demand for more and better teaching of science and mathematics—so the nation can make itself secure in the “science race” with the Soviet Union. There is much we can do to advantage here. We ought not to fall prey, though, to the notion that all education is to be measured by the caliber of the technicians it produces.

GOOD COUNSEL ON THIS matter was offered recently by the presidents of 28 Jesuit colleges and universities. In a joint statement setting out their philosophy of higher education, these priests and scholars said, among other things:

“Even though technological superiority is a condition for survival, its pursuit must not blind us to our reasons for survival. Any panic-inspired aping of an alien system could quickly destroy the very values we undertake to preserve.”

Giving the devil his due, so to speak, the Jesuit fathers had this to say of Soviet education and science:

“Whatever weight other motives have had in inspiring the scientific renaissance that revitalized Russian education, we must admit that respect for learning and at least some freedom in its pursuit—inconsistent though this may be with totalitarian ideology—did play a notable part.”

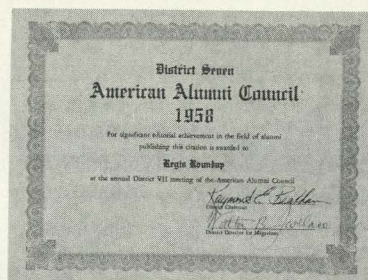
On this score, at least, there may be something we can take from the Russian book, buttressing our traditional respect for learning and broadening the freedom in which scholarly research is pursued here in America.

“THERE IS AN IMMEDIACY regarding science education which all must recognize,” the university heads also observed. “Science and mathematics must receive new emphasis in the curriculum, and a larger proportion of our talented youth—at least for the present—should be encouraged to specialize in fields related to the urgencies of the satellite age.”

While recognizing this need in the realm of science, however, the Jesuit fathers declared that their colleges and universities will cling to the tradition of “scholarship and liberal education,” relying always on the free motivation of individuals “to do for America what mass compulsion has done for Russia.”

This is good doctrine for every university of America—public, privately endowed, or church-supported. In the effort to produce more and better scientists, we should not lose sight of the basic goal of education, which is to develop the diverse talents and enrich the intellectual, cultural and spiritual lives of individuals.

ROUNDUP CITED



A citation for “significant editorial achievement in the field of alumni publishing” was awarded to the *Regis Roundup Magazine* at the annual District 7 meeting of the American Alumni Council held at Regis last month.

The award was one of five given to alumni publications in the four-state district. Other winners were University of Colorado, University of New Mexico, Utah University, and Brigham Young University.

* * *

At the same meeting, Martin Kelly, assistant to the president, was named chairman-elect of District 7. He will be installed at the annual meeting next January. As chairman of District 7, Kelly will automatically become a member of the national board of directors of the A.A.C., representing member colleges and universities in Colorado, Wyoming, Utah and New Mexico.



In this issue . . .

Page 3—A panel of four Regis faculty members believes today's student needs more challenge.

Pages 4-6—How do you spot a gifted child, and what do you do about it when you find one in the family fold? A new summer program at the college may provide a few of the answers.

Page 7—With an 11-6 record near season's end, the 1957-58 Rangers are preparing for post-season tournament play.



Words are the student's stock-in-trade. Anyone taking the time to estimate the number of words a child entering kindergarten will have to read before graduating from college would come up with a staggering total. A few of the other problems he will have to face along the way are outlined in two articles in this issue.

Editor—Richard Connor

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EDUCATION: More Challenge

According to a recent joint statement by the heads of the 28 Jesuit colleges and universities in the U.S., "The basis response of education to today's pressure lies not in a program of better ballistics (despite its importance), but in one that produces better men."

"Even though technological superiority is a condition for our survival, its pursuit must not blind us to our reasons for survival."

A panel of four Regis faculty members held an informal discussion in January, and, during the hour-long session, agreed that one prerequisite to producing better men might well be to challenge the student to greater effort. Brief excerpts from this discussion are quoted below:

FR. MATTIONE: It seems to me that you immediately have to consider the school from which a student enters. Now, there are certain schools in this area that are tops, and the majority of the students who come from them are already the cream of the high school student body in this city . . . They come to college and we know they have the intellectual ability. What we don't know is the industry. So, you can have a student come with a high IQ of 126 and just be as lazy as can be. That's just where he will be the rest of his college career. So I think this: sometimes there are certain students who just don't want to work. They just don't want to do anything . . .

I think it's the part of the teacher, if he finds a student who is right on the borderline between being good and excellent, I think he should be *pushed* into the excellent group to really challenge him, to make him work that much harder . . .

* * *

MR. KLENE: If we are faced with the problem of presenting material that is either too good, or rather either too high above them or too far beneath them, if that is the dilemma, then it would be better to choose the material which is somewhat above them, because in many instances they rise to it and do extraordinary work.

* * *

FR. BOYLE: But don't you think, in regard to this challenge, first of all the challenge must be an intelligent one. It seems to me we have failed badly there in this respect, that we have not challenged our students to the right things . . . For example, in theology, we should hand him a new testament and say, 'Know this before you finish your religion course.' In English, we should hand the student a dictionary and we should say, 'Be able to use this intelligently before you finish your first year.' Or maybe in philosophy we could hand him that abridged version of St. Thomas and say, 'Understand this when you have finished your philosophy course.' The same method could be used in other courses. Well, at least it seems to me there we have an intelligent challenge and an absolutely essential one. That type of challenge carries beyond the college so that they realize by the time they get out that they haven't learned things, they've learned what this developing and dynamic process of learning is, and how they can best equip themselves to learn. If we can do that for our students, it seems to me we will have accomplished what we've been aiming at, and, fur-

thermore, the students respond to a challenge like that, don't they Don?

* * *

MR. KLENE: I think so, Father. It seems to me that we have to recognize that the students are the principal agent in the learning process, and when we do that, and operate as skilfully as we can as teachers, but with a full knowledge that everything depends on the student, we're getting things back into a proper perspective, and the students profit.

* * *

FR. MATTIONE: We have people who went through college and we thought, 'Well, gosh, how did this fellow ever get through?' And yet, upon graduation, they do fit into a particular type of job. Now again I'm missing a point there, because college education isn't only the fitting into a job. If that's our only purpose then we ought to open trade schools so we can have a lot of students in good jobs right now, repairing refrigerators and so on.

* * *

FR. KLOCKER: And I fail to see this: We tend to gauge students, I think, on the fact that they return in later years and talk about "Good old Father So and So—

FR. BOYLE: Who helped them out of the corridor when they would have been caught otherwise?

* * *

FATHER KLOCKER: Yes, that sort of thing. If all they remember about the college they went to is so and so who was nice to them when he could have had them kicked out of school, then I think they haven't received a whole lot from college. If they don't remember some of the paths that were opened to them, and can look back and say, 'Well, my education in this area started here, and I was exposed to philosophy, or whatever it may be, to such an extent . . . then I don't think it's worth much, this fond reminiscence about a teacher that was nice to them. I think it's almost meaningless in terms of education.

* * *

FATHER MATTIONE: I think if the challenge is there to really make them sweat intellectually, then I feel that we're doing the job that we are called upon to do.

About the Panel . . .

Father Robert R. Boyle, S.J., holds a Ph.D. in English from Yale University. Since taking over the English Department two years ago he has reorganized it drastically, and attracted national attention with some of his theories and innovations.

Mr. Donald Klene, a member of the English staff since 1953, received an M.A. in English from Notre Dame in 1955. He is active as a moderator of extracurricular student groups.

Father Harry R. Klocker, S.J., received a Ph.D. in Philosophy from the Gregorian University in Rome. Even *TIME* magazine was interested when he dropped logic from the Regis philosophy course after it had been an integral part of the Jesuit teaching curriculum for 400 years.

Father Louis G. Mattione, S.J., has been dean of the college since July, 1948. During these ten years he has had an active part in helping to shape educational policies.

GIFTED CHILDREN...

A PRIDE OR A PROBLEM?

by
DICK CONNOR

While it won't seem so at the time, your child may actually be displaying signs of above-average intelligence and ability when he takes a hammer to the alarm clock.

It may be one of his methods of learning. The question weary parents must answer is whether he does it because he is investigative and wants to learn how the clock works, or whether he does it just as a pastime.

(What you do about it in either case is something else again.)

This example is just one of many which will be used in a new program being introduced this summer by the education and psychology departments of the college.

Directed by John Flanagan, head of the psychology department, and Glen Stocking, head of the education department, A Summer Guidance Academy for the gifted child will be held at Regis in June, July and August.

In conjunction with this program for the child, a series of evening conferences will also be conducted for the parents. Guest speakers from many fields will be on the rostrum to help explain what parents should and shouldn't do when they discover a budding genius in the family fold.

As a sort of sneak preview of this summer's course, ROUNDUP asked Flanagan to draw up a few basic ground rules parents might use in detecting an above average youngster between three and ten years old.

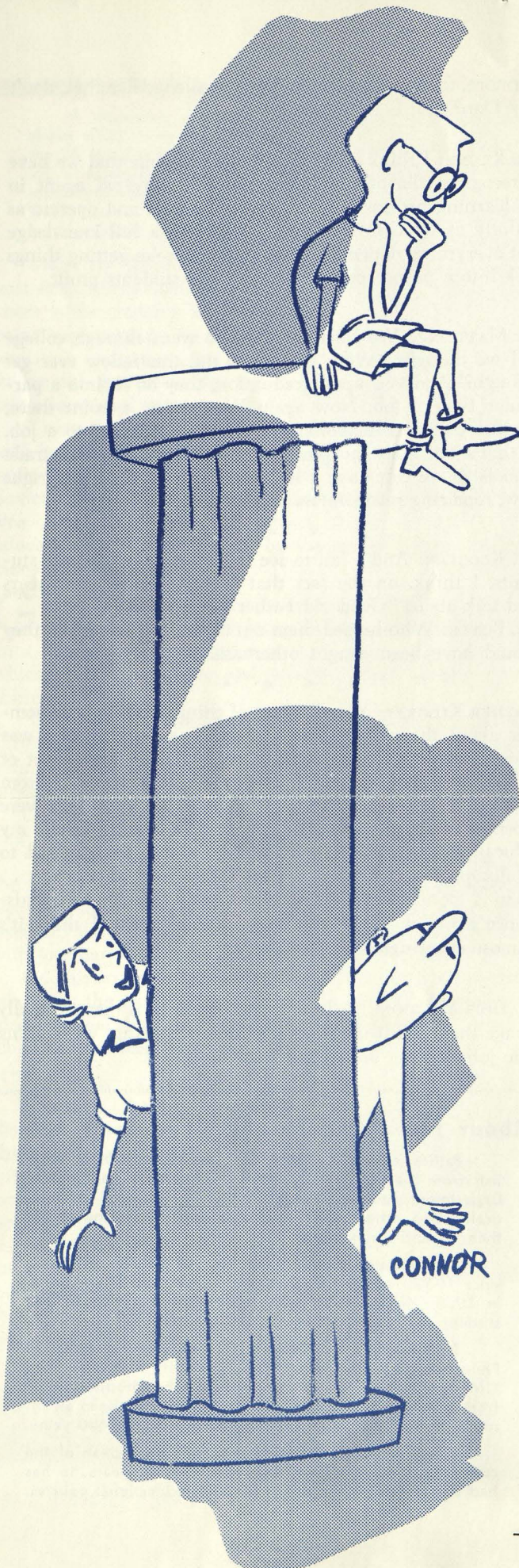
"To lay down a set of rules to fit all situations and all individuals presumes a great deal," he said. "Factors of motivation, environment, individuality, and others may always raise their heads."

"In identifying potentially gifted children, one must also keep in mind that we see both general and specific talents. This simply means that an individual may be gifted across-the-board, or he may be outstanding in one given area, such as music, art or science."

"At any rate, it is still possible to enumerate a number of clues, provided the parent applies them with common sense."

How does an average not-so-gifted parent recognize a gifted child?

It might seem obvious, but Flanagan recommends that you *ask the child*. "See if he knows why he does something; in other words, see if he can analyze his actions to some extent. Is he doing things because he wants to, or is it just something to do?"



Along this same line come two other possible sign posts: curiosity and creativeness.

The gifted child will usually have a broad range of interests, and many ideas of what he would like to do. His ability in various fields will naturally vary, but his attempts will often demonstrate sound ideas.

Imagination and originality in the things he thinks and the things he does are other guides.

One example is the toy train on the living room floor. When your child starts pushing it across the room, does he play with it as if it's a real train and he is a real engineer?



"He insists on an answer to things!"

ANY CHILD MIGHT DO THIS. On the other hand, the gifted child might complicate his play by attempting to deal with the problems a real engineer sometimes faces—avalanches, signals, schedules, blizzards, etc. In other words, the gifted child might use his originality and imagination to invent complex problems to solve while he plays.

(While the masculine pronoun is employed throughout this article, the same general patterns and examples apply to females as well.)

Flanagan said the above average youngster is quick to grasp a new idea the first time, and can follow directions.

He insists on an answer to things. With average children, the question "Why?" can frequently be brushed off with a noncommittal answer. But a gifted child often isn't satisfied and keeps asking until he is.

Other questions parents can ask themselves are: How does he face problems that come up? Does he seek an answer on his own initiative, despite obstacles, or is he willing to shrug it off? Does he bring home unanswered questions from school or play? Does he worry about not learning?

"Sister said this, and I don't understand what she means." Flanagan said such questions result from what psychologists term the 'principal of closure'—the universal desire to see things as complete entities.

This sense of closure is stronger in the gifted child. He's bothered until he sees the completeness of something. He wants to get at the bottom of things. He'll bring the

question home to mother or father and they'll have to take a crack at it.

The fact your child doesn't bring many questions home doesn't mean he isn't gifted. He might be getting the answers in school, or even figuring them out himself.

"Teacher is still going over the same old thing we had yesterday," may be his unknowing way of telling you he doesn't need as much repetition to grasp the idea.

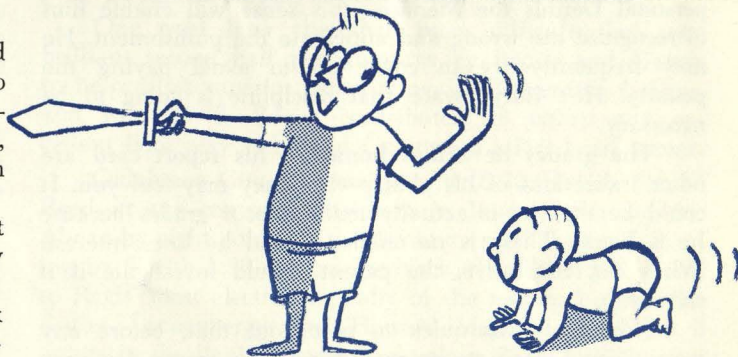
Compare your child to other children in the neighborhood. Is he a leader or a follower? Some studies indicate superior children aren't content with following.

While you're comparing him with other children, also compare him with his brothers and sisters, particularly the older ones. How does he do in the competitive atmosphere within the home? Does he try to do the same things as a brother or sister several years older? How close does he come to succeeding?

Studies point out that younger children have a tendency to develop a desire for such mechanical abilities as walking and talking at an earlier age, but this desire doesn't necessarily mean they will succeed.

Does he display a wide variety of interest? Most nine- and ten-year-olds normally do have an inquisitive streak, but the gifted child won't be content with just 'tasting' a wide variety of things. He really 'chews' on them. It isn't merely a matter of dabbling, which is common in many youngsters.

Faced with a responsible decision, the gifted child frequently will display good judgment. He's apt to be able to look at two sides, and, in general, there will be a tendency to make correct judgments even at cost to himself.



"Is he a leader or a follower?"

Another important observation would be his ability to make decisions at all.

As a corollary to this, he will usually be able to anticipate and plan for the future in a pretty logical way.

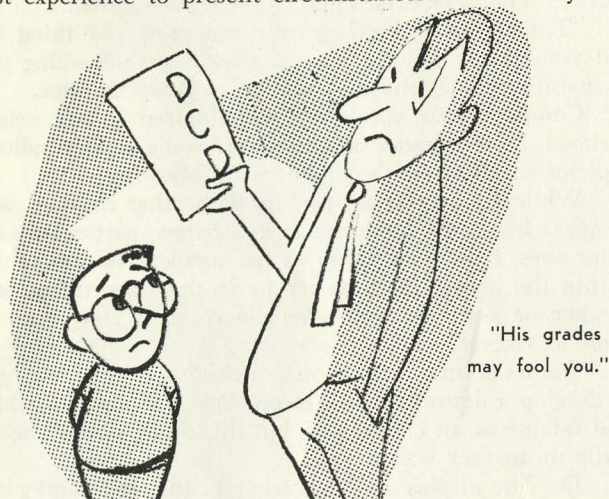
His reading and hobbies will also furnish tell-tale clues. Persistence and sustained attention are other important aspects of the gifted child's character, and this "sticktoitiveness" will probably be demonstrated in these areas.

HE WILL HAVE A TENDENCY toward completion of activities. He wants to finish something he starts, whether it be a book, a model airplane, or the like, and he has the desire to stay with it until it is finished.

Sometimes this matter of a gifted child is spotted more

easily in the pre-school years. One of the first signs, Flanagan said, will be a healthy curiosity in such things as books, pencils, crayons, and other tools of learning.

He will have a good memory, and can usually relate past experience to present circumstances. The variety and



type of questions he asks are important. Usually, he will be able to apply something he's learned not only to the present, but will be able to see other ways of using it.

He will be able to communicate ideas, and will be aware of the fact that he has succeeded in getting them across to his listener. He doesn't just rattle something off, but knows when you know what he is telling you.

He will develop an early sense of right and wrong. Even in the youngster who gets into mischief—your own personal Dennis the Menace—this sense will enable him to recognize the wrong and anticipate the punishment. He may frequently try to cover up to avoid paying the penalty. He's fully aware that discipline is going to be necessary.

The grades he brings home on his report card are other indications of his ability—but they may fool you. It could be that he is actually making poor grades because he is bored. There is no challenge and he loses interest. While not conclusive, the parent should investigate if it shows up.

(Flanagan was quick to point out that, before any parent could begin to assume this is the reason for poor grades, he should make certain the child is not suffering from some physical or emotional defect which might hamper his school work. Poor vision or hearing might be the cause.

(Some educators and psychologists also say that the gifted child can develop emotional problems because he is so smart. He is entering the 'gang stage' and group approval is important. Instead of approval, however, the group may ostracize him because of his ability.

(Conceivably, a gifted child could play down his ability in order to win acceptance by his schoolmates. He is hurt by their ridicule.)

Summing up, the gifted child will usually possess many of the following qualities: alertness, quickness of mind, concentration, persistence, judgment, imagination, sense of humor, mental energy, intellectual curiosity, reliability, mixes well with others, thinks logically, and,

in general, is not only smarter but healthier and physically better-developed. Surprisingly, he may often be more physically attractive.

FOR THE PARENT with a gifted child, there are several things which can be done to encourage and develop the child's interests, desire and ability.

The first might very well be to yell for help. Psychologists, physicians and other professional people, skilled and fortified by long years of training and experience, still don't hesitate to seek consultation. Neither should the parent.

There are a number of places you can seek advice. Among them are the school systems and the parents of other gifted children.

Many school systems have counseling services and maintain full-time staffs of counselors, psychologists and others. For the parent in doubt as to his child's ability, consultations with teachers may furnish valuable insights and assistance.

Flanagan said parents might use the field-trip approach in broadening and strengthening a child's interest.

"A father, for example, will have access to places and events his son couldn't go by himself. Say the son has expressed an interest in airplanes. A trip to the local airport might encourage and fire that interest.

"Don't constantly nag him with his potential, though. You can't get away from recognizing it, and letting him know you recognize the fact he has exceptional ability. But you can't be constantly challenging him with it as such."

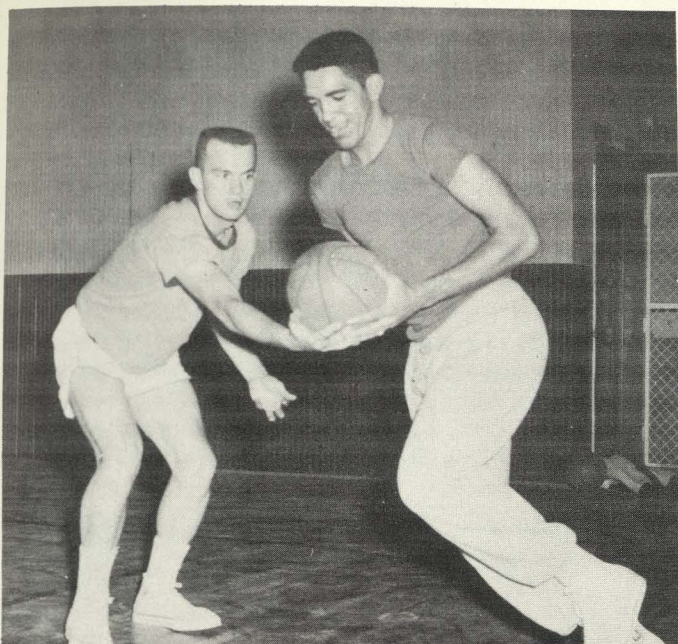
The encouragement should be more subtle. Encourage productive hobbies; provide a genuine interest in his efforts, and challenging outside activities.



Other parents with gifted children might be of help in outlining what their experience has taught them with regard to providing a challenge for their child.

"The very fact of giftedness doesn't preclude the need for guidance by the parent, though. Then, combined with this fact, there is another element. The gifted child is going to cover more ground, is going to face more problems, and therefore is going to need greater assistance."

"It is still the home which must accept the greatest responsibility in the guiding of the child. The function of schools, psychologists, counselors and other professionals is still that of a crutch intended to assist parents and the child."



Preparing for the NCAA small college tournament, John Gatens (left) feeds Dennis Boone as the classy duo runs through practice drills. Boone averaged 21.9 through the Rangers' first 17 games, while Gatens was hitting an average of 12.3 points per game.

RANGERS POST 11-6 MARK ON WAY TO NCAA BERTH

With an 11-6 record against some of the country's best major and small college clubs, Regis has accepted an invitation to compete in the second annual NCAA small college tournament.

After a sputtering start in December, the Rangers ran up a 4-1 record before dropping two of three on a swing through the east and midwest, then came home to bang out five straight through January and early February before losing three on the west coast.

Regis had to come from behind to squeeze out a 65-62 win over Adams State at Alamosa in the season opener December 5. Trailing most of the game and down five points with 2½ minutes to play, the Rangers scored 6 points in 10 seconds to pull it out.

Two nights later they dropped a 72-60 decision to the Colorado State University Rams at Fort Collins after holding a 9-point lead at the half. Regis lost control of the boards in the final half and hit only 23 points in the final 20 minutes.

Against the South Dakota University Coyotes in City Auditorium Arena on December 14, Dennis Boone pumped

in 26 points and Bob Linnenberger added 20 and fine rebounding as Regis won handily, 74-64.

Two road games then primed the fast-developing Rangers. They came from behind to beat Western State 75-67 on December 20, then exploded the next night against the same team for a 99-68 rout. Regis hit 60.9 pct. of their shots and captured 53 rebounds to but 23 for Western State. Boone contributed 47 points in the two games.

Continuing their field goal accuracy, the Rangers fired at a 61.5 pct. clip to whip C. S. U.'s Rams, 83-71, in a return game at the Arena on December 28. Boone hit 25 points and John Gatens 22 to lead Ranger scoring.

They then headed east and received a rude welcome at Cincinnati, where Xavier University jumped into a 20-point first half lead and coasted to an 86-66 win. Boone led Regis with 23 points, but the team hit only 32 pct. of their shots and managed only 41 rebounds to Xavier's 75.

January 3 they trailed by one point at the half, then opened up after the intermission to down Wayne State University, 67-57, at Detroit.

The next night they lost, 88-72, to South Dakota at Vermillion. The Coyotes built up a 24-point lead midway through the final period, but saw it cut by 17 points in the next 4½ minutes as Regis applied the zone press. During the process, the Rangers lost four men via the foul route, and South Dakota then opened up their final margin.

Back in Denver on January 11, Regis used St. Ambrose College to start a five game winning streak. Hitting 19 of their 38 field goals on easy layups, the Rangers had little trouble in posting an 87-63 win.

One week later they had more difficulty but used brilliant second half performances by Boone and Gatens to help offset superior rebounding by Pepperdine College, and won 83-70. Boone contributed 28 points and excellent floor play as he and Gatens led a fast break attack.

Oklahoma City University, with 6-10 Hubert "Hub" Reed at the controls, was next in line on January 25. Ahead by eight points at the 3-minute mark, and still leading by 6 with 1:39 left on the clock, the Chiefs fell victim to Regis' most electrifying rally of the season. Led by Jim Butler, Linnenberger and Howard Marshall, Regis hit 9 points in the final 57 seconds to take a 78-77 thriller after trailing most of the game.

Reserves played much of the second half as Regis beat St. Mary's of California, 75-59, on January 29.

Wayne State dropped an 86-51 decision to Regis on February 8, as Harvey Moore cleared his bench and used reserves for long stretches in both halves.

A three-game road trip through the Pacific Northwest ended the Rangers' January winning charm. They watched Elgin Baylor pump in 47 points to lead Seattle U. to a 99-69 win on February 13. Portland U. then rang up 89-71 and 75-71 wins.

A front-court sextet with a 17-game shooting average of 50.3 pct. is one big reason for Regis' national ranking as 19th in the small college ratings (as of February 21).

Forwards Linnenberger, Butler, Marshall, and Harold Marcotte, plus centers Terry Sheedy and Jim Moore have fired up 455 field goal attempts and connected on 229.

Due to publication deadlines, the season record and statistics are current only through February 21. Remaining games on the Ranger slate included Adams State (Feb. 22), Washington U. of St. Louis (Feb. 24), Oklahoma City U. (Feb. 26), and Air Force Academy March 1). No opponent or site for the NCAA tourney had been named by February 21. — Ed.

...ABOUT REGIS ALUMNI...

IN THE NEWS: *Philip J. Mullin* resigned recently as administrative assistant to Sen. Gordon Allott (Colo.) to accept an appointment in the executive branch of the government. . . . Helping to make education headlines in Denver this month was *Frank Sullivan*, a 1934 summa graduate. Sullivan, now professor of English at Loyola (Los Angeles) leveled a financial haymaker at poor students when he advocated charging higher tuition for students who make Fs. "Nobody should be flunked out of college," he told a *Denver Post* reporter. Under his proposed system, regular tuition would be charged A students, twice that for B students, four times as much for C students, "and if he gets Fs—he can pay 32 times as much. I'm not denying our F-students the right to a college education," he's quoted as saying. "Let them stay here and subsidize the place." . . . *Willis T. Moran* ('22) was one of four Denver area men to receive awards for outstanding service when he retired from the U. S. Reclamation Department and Geological Survey in February. Moran entered the Governmental postal service May 12, 1920, and was transferred to the Reclamation Bureau on July 9, 1931, as the bureau's first chemical engineer.

IN MEMORIAM: *Thomas E. Floyd* ('97) died in Denver on December 28 following a short illness. He was the oldest living graduate of Sacred Heart College, and was employed in the Public Service Co.'s accounting department for 42 years before retiring in 1951. He was born Feb. 1, 1877, in Blackhawk, Colo.

AT THE ALTAR: *Lt. Dan Riordan* USMC, ('57), Feb. 18; *Peter J. Wrenn*, (W55), Jan. 25; *Merlin J. Hellman*, ('57), Feb. 1; *John M. Werner* ('54), Jan. 11; *Harry J. Sailor*, ('55), Jan. 4; *Thomas A. Zalewski*, (W56), Nov. 28, 1957; and *James R. Connell*, ('53), Sept. of '57. NEAR THE ALTAR: *Peter James Schnorbach*, ('51), is planning a wedding in May.

IN THE SERVICE: *Ensign Joe Hughes*, ('56), stationed on Okinawa, sent word in November that he came across *Lt. Jack Shaeffer*, ('55), and *2nd Lt. Harvey Morgan*, ('56), both of the United States Marines who were also

stationed there. . . . Finishing basic training at Fort Leonard Wood, Mo., were: *Pvt. Parnell T. Quinn*, ('57); *Pvt. John A. Lekic*, ('57); *Pvt. Wallace C. Shannon*, ('57); and *Pvt. Robert A. Wick*, ('57). . . . *Dr. Daniel R. Lucy*, ('52), who graduated from St. Louis University Medical School in June of '56, is now a lieutenant in the U. S. Navy, stationed at San Diego, Calif., where he resides with his wife, Patsy, and their three children. . . . *Paul A. Lucus* (W54) informs us that he is now serving his time with Uncle Sam but is scheduled to be discharged soon.

NOTES AND ITEMS: *Rev. Mr. John Garvey*, ('51), Millbank, S. D., former photog for the Brown and Gold, was ordained deacon at St. Paul Seminary, St. Paul, Minn. He will be ordained a priest later this year. *Fr. Bernard Brekel*, O.M.I., has been assigned to the Philippines for missionary work. *Rev. Thomas L. Marcero* (W27), is the new pastor of St. Vincent de Paul Church, Pontiac, Mich. He observed his Silver Anniversary as a priest last year. . . . *Ed Boyce*, ('57), youthful president of Campus Casual Co. of Richmond Heights, Mo., dropped in at Regis to help celebrate this year's homecoming weekend. Reports have it that Ed's growing company has sold over 25,000 "Olympic Drinking Team" sweat shirts. . . . *Dick Salada*, ('56), now employed by the U. S. Rubber Co. in Detroit was the organizer of an alumni party attending the Regis-Wayne State game in Detroit Jan. 4. Dick, in his effort to dig up the alums, compiled a report of those in and around Detroit: *C. Grobbel, Jr.*, (W48) is in the cured meat business with his father. He is married and the father of three children. *Don Reuther*, ('52), is working as a Land and Tax Agent for Michigan-Wisconsin Pipe Co., and plans a wedding in April. *John Schaible*, (W31), is an engineer at the Detroit Arsenal and has two children. *Don Davis* (W49), is now Asst. Mgr. at a branch of the Manufacturers' National Bank in Detroit. He is married and has one son. *Henry Hoyt*, (W56), who makes his home in Dearborn, Mich., was also at the game. . . . *Diocesan Priest Saints*, a study of about 30 canonized and beatified secular priests, was published in February by Rev. R. A. Hutchinson ('49). —Herter, St. Louis.

HAVE YOU — been promoted?
made a speech? received an award?
changed jobs? gotten married? had
a baby? bought a house? entered
service? left service? joined a com-
mittee? robbed a bank? climbed a
mountain? discovered gold? beaten
your wife? WE'D LIKE TO HEAR
ABOUT IT. DROP A NOTE — AND
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